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ABSTRACT

The Master of Arts and Professional Studies (MAPS) program at the University of Pennsylvania combines, in an integrated and interactive full-time or part-time experience, a traditional master's degree in a humanities or social science discipline with career-oriented preprofessional training and an internship experience in business, government, or non-profit institution leading to job placement in a non-academic career. The program also includes professional coursework in business, applied communications, quantitative planning and analysis (or an individualized program of study) as well as an integrative independent study project and participation in the Colloquium on Work and Liberal Learning, which bring together program faculty, staff, students and others to discuss the relationship between academic studies and nonacademic professions. Accomplishments to date include acceptance of seven students into the program and a regional dissemination conference. High costs have been a major limiting factor. Appendixes include a listing of the MAPS Advisory Board, a MAPS promotional brochure, a sample letter of acceptance, a conference agenda, and newspaper coverage. (DB)

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Final Report Letter Attached
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COVER SHEET

University of Pennsylvania
c/o Office of Research Administration
409 Franklin Building
Philadelphia, PA 19104-6292

Grant No. G008541020

Project Dates:

Starting Date:	September 1, 1985
Ending Date:	October 31, 1988
Number of months:	36

Project Director:

College of General Studies
University of Pennsylvania
210 Logan Hall
Philadelphia, PA 19104

Fund Program Officer: Brian LeKander

Grant Award:

Year I	42,747
Year II	45,064
Year III	NONE
Total	87,811

HE 023 530

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SUMMARIES:

Paragraph Summary

The Master of Arts and Professional Studies Program seeks to attract well-qualified recipients of the B.A. degree to graduate programs in the social sciences and humanities who might otherwise feel compelled to enter M.B.A., J.D. and other professional programs because of the apparent financial, career, personal and professional sacrifices involved in pursuing traditional graduate study in the liberal arts. The program combines, in an integrated and interactive full-time or part-time experience, a traditional master's degree in a humanities or social science discipline, career-oriented preprofessional training and skill development, and an internship experience in business, government or non-profit institutions leading to job placment in a non-academic career. The program creates a replicable model for graduate recruitment, developing career alternatives for liberal arts graduates, creating new linkages with non-academic sectors, opening graduate study to non-traditional students, and improving the utilization of existing graduate resources in the humanities and social sciences.

EXECUTIVE SUMMARY:

MASTER OF ARTS AND PROFESSIONAL STUDIES PROGRAM

University of Pennsylvania/Trustees
Office of Research Administration
409 Franklin Building
Philadelphia, PA 19104

Dr. David Burnett (215) 898-4819

PROJECT OVERVIEW:

The MAPS Program combines existing terminal master's degree programs in the humanities and social sciences with preparations for non-academic careers through preprofessional coursework and internships. In the two and a half years the program has been funded by FIPSE, we have successfully recruited the cooperation and participation of 22 of the 27 eligible graduate groups at the University of Pennsylvania which have previously been resistant to non-traditonal and/or master's level graduate study.

The program has been marketed by brochures, letters and posters and strategically placed ads in the national newpapers and magazines. Eight hundred undergraduate chairs in appropriate departments at over 100 small liberal arts institutions across the country has been requested to send names of prospective students to the MAPS office. We have generated well over 2000 requests for information and over 150 requests for application to the program. To this date we have 7 students technically enrolled in the program, proceeding at a part-time rate toward completion of the master's degree. The reasons for the small enrollments will be explored later.

A Program Advisory Board, made up of professionals from the business or non-profit sectors of the local community and professors and administrators from the academy has been created and has served to guide the project for the last year. A regional conference on Liberal Arts and Real Life was sponsored by the MAPS Program in conjunction with the Delaware Valley Faculty Exchange.

When the funding expires, the mechanism for continuing the MAPS effort will fall within the purview of the College of General Studies here at the University. To this end, and as a direct result of the MAPS effort, CGS has been exploring the initiation of an MLS/MLA degree which would be school-based, in the evening and would be offered at a reduced cost to participants.

PURPOSE:

The program is designed for students who are stongly motivated to pursue the advanced study of a traditional humanities or social science discipline -- but are not presently interested in committing themselves to a Ph.D. program and a career in scholarly research and teaching; nor are they primarily interested in becoming doctors, lawyers, or corporate managers. They are

interested in creatively evolving a unique personal career path which joins their academic interests and a professioanl life outside the academy.

BACKGROUND AND ORIGINS:

Declining graduate enrollments, the preprofessionalism of many undergraduates, and the limited opportunities for teaching and scholarly careers have combined in recent years to threaten the quality and attractiveness of traditionally conceived graduate programs in the social sciences and humanities. These trends have resulted in the loss of many well-qualified liberal arts B.A. recipients to professional programs in law, medicine and business and the underutilization of existing graduate resources due to declining enrollments. The MAPS program was designed to address the career needs and academic interests of those students who, because of the apparent financial, career, personal and professional sacrifices involved in pursuing traditional graduate study in the liberal arts, might otherwise feel compelled to enter M.B.A., J.D. and other professional programs.

A symptom of the dissatisfaction has been the recent transformation of the University of Pennsylvania's liberal arts continuing education program from an undergraduate, degree-oriented curriculum into a predominantly post-baccalaureate institution. Even more to the point is the emergence of a large population interested in part-time, non-degree graduate study in the liberal arts.

PROJECT DESCRIPTION:

The program includes:

A Master's degree in one of the humanities or social science discipline (see attached brochure).

Professional coursework in business, applied communications, quantitative planning and analysis, or an individualized program of study developed by the Program staff.

An internship in business, government, or non-profit organizations, tailored to the individual need of the student.

An integrative independent study project under faculty supervision designed to substantively address the relationship between the student's academic interests and current or prospective career interests.

The Colloquium on Work and Liberal Learning which brings together Program faculty, staff and students, as well as internship sponsors and external advisory board members, to discuss the relationship between academic studies and non-academic professions. The Colloquium also gives students a forum where the progress of internships and independent study projects can be shared.

The Program is highly flexible and can be adjusted to fulfill the needs of individual students. The MAPS staff works closely with each student to help

develop ways to coherently integrate individual academic and career interests.

PROJECT RESULTS:

Seven students have been accepted into the program. Other students have been accepted but have chosen to go elsewhere for financial aid reasons. The matriculating students are enrolled in the following disciplines: Anthropology, Folklore, Comparative Literature, History and English. These are the direct results of the FIPSE project, and as they stand they are quite disappointing. The reason for this low level of participation, despite extraordinary responses to our advertisements, is financial. Only students with exceptional personal resources are in a position to pay $1500 per course to pursue the M.A. degree.

The University of Pennsylvania School of Arts and Sciences provides no financial subvention to declared terminal M.A. degree candidates. We were able to arrange participation in the Penn Plan for interested MAPS students, but this arrangement allows convenient borrowing, not scholarships or fellowships.

Thus many interested students opted to defer participation until such time as they had accumulated additional resources. The small number os students who have matriculated have done so on a part-time basis, rather than full-time as we originally envisioned. This phenomena is again a product of their need to work in order to support themselves in pursuit of the M.A. degree. We have little doubt that with the availability of even partial fellowship support, enrollments would rise geometrically. But the indirect results on the graduate groups, on the College of General Studies, on members of the business community, and on the university community in the Delaware Valley are far-reaching.

After almost two and one half years, the professorial response both from Penn and from elswhere has been positive. Professors have taken time to identify potential undergrads who might be interested in the program. They have spoken to project staff about the need for more such programs, because they recognize that not all students will proceed into academia.

The university has given CGS the mandate to pursue graduate programming, and to this end, our experience with MAPS has proven invaluable. We recognize that there is a market out there for part-time graduate work, but the imperative to reduce the costs supercedes the interest in coursework.

Perhaps the most tangible benefit of the MAPS project has been the focus on masters level study within the School of Arts and Sciences. An extraordinarily high level of cooperation was generated with the existing "graduate groups," the faculty committees responsible for the administration of graduate degrees. As noted earlier, some 22 of 27 groups agreed in principle to review requests for admission to terminal masters level study from MAPS program participants.

The graduate groups which have traditionally evolved procedures for full-time Ph.D. candidates have now begun to incorporate part-time students

and procedures for handling them into their framework. They recognize that not all students can proceed toward a doctorate, and that there are interested and qualified students to fill master's level courses.

This response became an important building block in the campaign to increase access to graduate study for a wider range of students. What had previously been limited only to full-time fellowship winners destined for scholarly careers has gradually become an option for an increasing number of part-timers with diversified motivations.

The School of Arts and Sciences drafted a Five Year Plan during the funding period of the MAPS project. The section of the report devoted to the College of General Studies, the part-time student division of the School, sets for "increased access to part-time graduate study" as the first objective of the CGS agenda. This fully ratified plan, now the cornerstone of a major funding campaign, was inspired by the obvious demand for the MAPS experience on the part of a highly heterogeneous student group.

The obvious impediment to MAPS success as a program, viz the cost factor, may now be overcome by a creative new approach to graduate degree granting within Arts and Sciences. A faculty committee has placed before the full faculty a proposal for a school-based masters degree. To be called the Masters of Liberal Arts (MLA), the degree would be built on existing graduate courses taken from several graduate groups. Students would be allowed, with faculty guidance, to construct unique programs of study following periods, themes, regions, etc. Perhaps most importantly of all, the proposal calls for this access to existing courses to be offered at a discount of approximately 50% from regular tuition levels.

We are confident that this plan, if approved, will provide an ideal vehicle for the interests and goals of the many who expressed interest in the MAPS program. Moreover, because of the patience and energetic proselytizing of the original MAPS project director and coordinator, the climate among the faculty is favorable to approval of this new plan.

Pending approval of the Provost and Board of Trustees, this new degree program will be launched in the fall of 1989, a direct offspring of the MAPS initiative.

REGIONAL DISSEMINATION:

A day-long conference was offered under the auspices of the MAPS Program by a regional collaborative of 36 colleges and universities named the Delaware Valley Faculty Exchange. The conference was held on the campus of the University of Pennsylvania on April 29, 1988. Just over 50 faculty and staff from sixteen institutions attended. Participants came from University of Delaware, from Fairleigh-Dickinson and Stockton State in New Jersey, and from a broad range of Pennsylvania institutions -- private, public, and church supported. (Please see appendix E.)

The topic "Liberal Arts and Real Life: Traditional Disciplines in the Non-Academic Workplace," especially attracted faculty from small, mostly liberal arts colleges, where resistance to the trend toward professionalism at the undergraduate level has depleted the energies of many faculty over

the last decade. Both the keynote speaker and the luncheon speaker at the conference were affiliated with the Corporate Council on the Liberal Arts. Their words seemed to bring solace to those in attendance. Participants broke up into small discussion groups in the afternoon. Reports from the groups demonstrated that the participants found the topic to be of great value and worth continuing annually. That mandate has been taken up by the Delaware Valley Faculty Exchange.

SUMMARY AND CONCLUSIONS:

The MAPS Program definitely made strides in encouraging students to see an alternative to professional degrees and/or Ph.D. programs in the liberal arts. It has reawakened the university community to the need to prepare liberal arts undergraduates with the skills to enter the world of work upon graduation. It has revived the viability of terminal master's degrees to this end. It has successfully used community representatives to help students focus on crucial issues about liberal arts and the workplace. It has yet to be seen whether current enrollees will be better equipped to integrate liberal arts skills into the professional world, and will find jobs that fit their unique educational credentials.

Master of Arts and Professional Studies

University of Pennsylvania

FIPSE Final Report

Appendices

A. MAPS Advisory Board

B. MAPS Promotional Brochure

C. MAPS Ad from the 11/9/86 Education Supplement of The New York Times

D. Sample letter of acceptance from Penn academic department

E. Conference Agenda from "Liberal Arts and Real Life," 4/29/88

F. Coverage of conferences by the Penn Paper, 5/5/88

MAPS Advisory Board

Joseph Cooney
Manager, Management & Employee Development
Colonial Penn Group
11 Penn Center, 8th Floor
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Chairman, Regional Science
139 McNeil/6209

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Vice Dean
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Mary Heiberger
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English Program for Foreign Students
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Philadelphia, PA 19101

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Andrew Wolf
Corporate Council on The Liberal Arts
51 West 52nd Street
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New York, NY 10019

MAPS Program Staff

Stephen P. Steinberg, Program Director and Assistant Dean
Harriet B. Joseph, Program Coordinator
Denise Miller, Program Administrative Assistant

210 Logan Hall
Philadelphia, PA 19104-6384
(215) 898-9198

45975
New York Times
Education Supplement
11-9-86
1/5 p
4¼ x 7

There is another choice.

Pursue a Career and the Liberal Arts.

Penn's Master of Arts and Professional Studies Program offers you an unusual opportunity to obtain a Master of Arts degree in a humanities or social science discipline combined with professional studies and an internship in the business, government, or non-profit sectors, leading to a career in as little as 18 months.

For information, complete the coupon and return it to:

Harriet Joseph, Program Coordinator
Master of Arts and Professional Studies Program
School of Arts and Sciences
210 Logan Hall
Philadelphia, PA 19104-6384

PENN

Please send me more information about the Master of Arts and Professional Studies Program at the University of Pennsylvania.

Name _____

Address _____

City _____ **State** _____ **Zip** _____

Area of Academic Interest _____

NYT 11/9/86

UNIVERSITY of PENNSYLVANIA

Department of Philosophy
305 Logan Hall
Philadelphia, PA 19104-6385
215-898-8563/4

March 2, 1988

Ms. Jeanine Diller
3819 Sulphur Spring
Toledo, Ohio 43606

Dear Ms. Diller:

I am pleased to inform you that the Philosophy Department has recommended you to the Graduate Division of the School of Arts and Sciences for admission as a regular M. A. student in our Graduate Group, as part of the Masters of Arts and Professional Studies Program. You will receive formal notification of admission from the Associate Dean for Graduate Studies and the Program Director of MAPS.

In general, we do not provide financial aid for our M. A. students. If you need financial assistance, please contact the Student Financial Aid Office or the Job Referral Service, both located in Logan Hall. Also, you may wish to consult the Program Director of MAPS.

We are very much looking forward to seeing you in the Fall. Here is some pertinent information.

Fall term classes begin on Thursday, September 8. Registration takes place around that time in Logan Hall 305. Also, there will be a Faculty/Graduate Student Meeting in Logan Hall 310 on Wednesday. This is an important meeting in which you will be introduced to the Faculty and Graduate Students, and will receive supplementary information on Fall courses.

The logic qualifying exam will also be held on Wednesday, September 7, and will be administered by Professor Scott Weinstein in Logan Hall 310. Good books to look at include B. Mates, Elementary Logic, and R. C. Jeffrey, Formal Logic. The principal purpose of the exam is to determine whether you should register for Phil. 505, Formal Logic, in order to satisfy our logic requirement. We will inform you bout the other relevant dates as they become known to us.

Information about housing in the University City area can be obtained from the Penn Consumer Board on 39th and Spruce Street. In general, a room in a house is available for $150 - $250/month, efficiency apartments for

-2-

$250 - $300/month, and one-bedroom apartments for $300+/month. You may well wish to come to look for housing in August, although a surprising amount will still be available when you arrive in September.

You may take until April 15 to reply to this offer of admission and financial aid. Needless to add, any earlier response will help us provide better information to candidates on our waiting list for financial aid, and will therefore be appreciated.

If you have any further questions, do not hesitate to write me or call (215) 898-6347 or (215) 898-8564.

With best wishes,

Zoltan Domotor
Professor of Philosophy
and Admissions Officer

ZD/em

copy to Harriet Joseph

LIBERAL ARTS AND REAL LIFE: TRADITIONAL DISCIPLINES IN THE NON-ACADEMIC WORKPLACE

April 29, 1988

Conference sponsored by:

The Delaware Valley Faculty Exchange

and

The Master of Arts and Professional Studies Program
(a project of the Fund for the Improvement
of Post-Secondary Education)

CONFERENCE AGENDA

9:00 - 9:30 a.m. Registration and Coffee
McNeil Hall, Rooms 285-287
3718 Locust Walkway

Welcome - David Burnett, Associate Dean, University of Pennsylvania

9:30 - 10:15 a.m. Keynote Speaker: Andrew I. Wolf, Executive Director, Corporate Council on the Liberal Arts

An organization that exists to heighten the understanding of the relationship between liberal arts education and effective management and leadership in the corporate sector

Introduction - Nancy Overholt, former Coordinator, MAPS

10:30 - 11:45 a.m. Panel discussion

Moderator - Steve Steinberg, former Director, MAPS, and Assistant Dean, University of Pennsylvania

"Retrospective Judgments: A Conversation with Five Delaware Valley Liberal Arts Graduates"

- Marie Connor, BA English, Gwynned Mercy College, Springhouse Corporation, Advertising
- Susan Greatorex, BA International Relations, University of Delaware, WHYY, Marketing
- Thomas P. Murphy, BA English, Fordham University, Conrail, Assistant to the Vice President, Labor Relations
- Tony Watson, BA General Arts and Science, Penn State University, Romac & Associates, Personnel Consultants
- Ira Weinstein, BA Individualized Study, Albright College, Handrawn Greetings Company

12:00 - 1:30 p.m. Luncheon - Faculty Club

Luncheon Speaker: Michael Useem, Associate Dean, College of Liberal Arts and Director, Center for Applied Social Science, Boston University

"Liberal Education in Corporate America"

Introduction - Harriet Joseph, Director, MAPS

2:00 - 3:00 p.m. Small Group Sessions: Accentuating the Competencies Lodged in a Liberal Arts Curriculum

3:00 - 4:00 p.m. Discussion: The DVFE as a Vehicle for Faculty Development - A Regional Agenda

4:00 p.m. Adjournment

Penn conference focuses on linking liberal arts to the corporate world

By Lorie Facinelli

Penn Paper 5/5/88

Corporate America is not altogether pleased with the steady stream of undergraduates rushing out of narrowly focused business programs in the country's colleges and universities. In many of these students, "corporations see a narrowness that perplexes them," said Andrew Wolf, executive director of the Corporate Council on the Liberal Arts, a group founded to establish the relationship between liberal arts education and efficient management and leadership in the corporate world.

Over the past several years many businesses hired "straight quantitative students," said Wolf. These same businesses, he added, are beginning to think that those employees may have limited skills. "They are now looking down the road at who will cope with human resource issues and management concerns."

Although "corporate America is worried about where students will come from in the future," said Wolf, businesses are finding the competencies of students with broad-based, liberal arts educations increasingly attractive.

Wolf recently spoke to a group of 55 Delaware Valley faculty members who attended a conference to discuss the connections between the skills students gain from a liberal arts education and the practical application of those skills in the workplace. The conference was cosponsored by the Foundation for the Improvement of Secondary Education and the Master in Professional Science Program (MAPS), a program in the College of General Studies that combines a masters in the liberal arts with business coursework.

Skills that the liberal arts students learn—cooperative behavior, critical thinking, ethics, loyalty, rhetoric—"set them apart from the vocationally educated students," said Wolf. "A liberal arts education offers competencies to students that they bring with them into the world of work."

The pervasive mentality today, however, favors vocational education. The allure of lucrative careers in the legal, financial, medical and business communities is tremendous.

But it is often the vocationally educated student whom businesses perceive as not properly prepared for the corporate world.

It is, however, a two-way street, admitted Wolf. Just as the business student should experience some courses in the liberal arts curriculum, liberal arts students should also take some business courses.

But liberal arts faculty often don't appreciate the business culture, Wolf contended, and therefore don't advise students to consider the business world. In liberal arts colleges, business culture should no longer be relegated only to the economics department, he suggested. "The culture of the family and the government is taught in the context of the liberal arts. . .," said Wolf. "What about the culture of business?"

Another conference speaker was Michael Useem, associate dean of the College of Liberal Arts and director of the Center for Applied Social Science at Boston University. Useem examined the hiring and promotion practices of 535 Fortune 1,000 corporations across the United States.

See Liberal Arts, page 3

Liberal arts

Continued from page 1

Managers were asked about their own field of study as well as what they look for in potential employees. The results were published in *Liberal Education and Corporate America.*

Despite popular sentiment that liberal arts students are overlooked in favor of business majors in the hiring process, Penn's School of Arts and Sciences undergraduates will be happy to hear that Useem's findings paint a relatively bright picture for liberal arts graduates.

The liberal arts student, Useem stressed, has no long-term disadvantages in the corporate world when compared to the student with an undergraduate business degree.

Half of the 535 companies examined actively seek liberal arts graduates, half have internship programs for liberal arts students and two-thirds have training programs that are designed for or open to liberal arts students.

Information Useem gathered from his study can help graduating liberal arts students predict their chances of being hired by a specific firm and their overall performance in the corporate world.

First, firms that deal in the service sector are 50 percent more likely to hire liberal arts graduates than manufacturing firms. Within companies, liberal arts graduates are "much more likely to be selected for functions that require contact with the outside world—as a kind of company representative—assigned to community or client outreach," noted Useem.

Contrary to popular perception, the size of the company doesn't make a difference. Most liberal arts undergraduates think they'll have more luck with larger firms because they recruit on campus and in general are more visible. "But if you look at specific hiring patterns, size makes no difference. Large companies simply have more money to recruit," said Useem.

The most important factor in whether or not a company hires liberal arts graduates is "the posture of the top management," said Useem. "If top management is for liberal arts, it doubles the rate of hiring liberal arts grads."

An even better, more succinct, predictor "of a company's records," said Useem, "is the chief executive's own background. Social reproduction of the self"—where CEOs look for themselves in the real world—tends to filter down through a company's hiring policies, he said.

Once hired by a corporation, the liberal arts student usually starts off at a slower pace than the business student, said Useem.

"They typically lack a working knowledge of business culture, elements of accounting, what a company is, how a board of directors works," he said. But they quickly catch up and sometimes even surpass the straight business student by virtue of their writing, oral communications and analytical thinking skills. These skills become increasingly important as employees move up into middle management.

Useem also asked company representatives what they feel is important in college curriculum. The "singular, overwhelming message" from corporate managers was the need for students to hold a combined major in the liberal arts and what Useem terms the "useful arts."

Drawing on the information given by companies, Useem concluded with these suggestions for ways colleges and universities could better prepare liberal arts students for participation in the business world:

- encourage and increase students' opportunities to take business courses;
- create a business minor;
- bring corporate managers on campus for two- or three-day stays to talk with students about their personal work experiences;
- reorient some liberal arts courses with a focus on the private sector;
- develop internship programs in business for liberal arts students; and
- have advising programs steer liberal arts students more strongly toward careers in business.

Finally, colleges and universities have to alter many undergraduates' perception that a liberal arts and sciences education is impractical. "The value of arts and science for lifelong learning should be emphasized," said Useem.

By combining the skills imparted from liberal arts with business knowledge, noted Wolf, "educational enterprise has the potential to produce a truly enlightened workforce."

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

September 12, 1989

Harriet Joseph
College of General Studies
University of Pennsylvania
409 Franklin Building
Philadelphia, Pennsylvania 19104-6292

Dear Ms. Joseph,

I am writing to share some of FIPSE's thoughts about your final report on the Master of Arts and Professional Studies Program. I hope you will forgive us for the delay in responding to the report; thank you for your patience in waiting. We are pleased that you have been prompt and conscientious in preparing it.

The results of the program, however, are not very encouraging. Although you did not say so outright, I presume that the MAPS Program is going to be discontinued and that the newly proposed MLS/MLA degree would take its place. It is not clear whether this means that the professional component (i.e. internships, professional coursework, etc.) will also be discontinued. If so, the new degree would not serve quite the same purposes as the MAPS Program, though it may fill some of the demand for part-time graduate study at a lower cost.

That only seven part-time students have registered is, of course, the most disappointing news. If the reason for this is indeed the high cost of completing the Program, then it is probably fair to say that despite your best efforts, there has not yet been a fair test of the MAPS concept, nor of its potential for serving as an entry for students into the workforce. Surely, you will learn many things as the seven students complete the program and pursue careers, but the number of participants is sufficiently low to make possible only the gathering of anecdotal information--and not the full-blown evaluation we would have desired.

You have not shared much description of the results of the professional or career-oriented activities. Have they gone well? It seems that you have done a good job in lining up support on campus for the program, particularly within the various graduate groups. Has this cooperation extended to the local community and to local business leaders? If so, then maybe the basic idea still has some potential--and there may be at hand some resources for attacking the problem of cost.

Perhaps there is some way the business world could be used to restructure this program financially. In your supporting materials, you suggest strongly that business needs more liberal arts people and is increasingly interested in them. Could businesses subsidize program participants--perhaps in exchange for expanded internship labor--in order to guarantee that they would be able to

hire liberal arts graduates who were already acclimated to the business culture? Might the Corporate Council on the Liberal Arts, for example, be interested in pursuing such a notion?

Another idea might be to transport the MAPS concept to the undergraduate level in which the professional component could complement an undergraduate major. Your model appears to have garnered great interest from small, liberal arts colleges precisely because it protects the traditional disciplinary focus of liberal arts study while accommodating the demand for vocational preparation. Has there been any followup work from the participants at the MAPS conference? Has the Delaware Valley Faculty Exchange acted on the results of the conference?

In summary, we are generally pleased that Penn's College of General Studies will be addressing the need for part-time graduate study, but we hope that there can still be found better options for traditional disciplinary master's work that does not necessarily lead to an academic career and for professional career preparation for liberal arts students. The MAPS project has, from our point of view, been a useful exercise in learning about the obstacles to alternative conceptions of graduate study, and it does suggest some possibilities for future work.

I hope that you have enjoyed and benefited from your experience working with FIPSE.

Sincerely,

Brian Lekander

Brian Lekander
Program Officer
Fund for the Improvement of
Postsecondary Education

BL/cn

Master of Arts and Professional Studies Program

Pursue a Career and the Liberal Arts.

UNIVERSITY of PENNSYLVANIA

THE MAPS PROGRAM

The University of Pennsylvania has inaugurated a unique approach to the *integration* of traditional graduate study in the humanities and social sciences with non-academic career development. Supported by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, the Master of Arts and Professional Studies Program combines a liberal arts master's degree with the development of professional skills and internships to enable students to meet the challenges of the non-academic workplace.

STUDENTS in the Program are strongly motivated to pursue the advanced study of a traditional humanities or social science discipline—but are not presently interested in committing themselves to a Ph.D. program and a career in scholarly research or teaching. Nor are they primarily interested in becoming doctors, lawyers, or corporate managers. They *are* interested in creatively evolving a unique personal career path which joins their academic interests and a professional life outside the academy.

The ***MASTER OF ARTS AND PROFESSIONAL STUDIES PROGRAM*** includes:

- A master's degree in a humanities or social science discipline;
- Professional coursework in business, applied communications or quantitative planning and analysis;
- An internship in business, government, or non-profit organizations, tailored to the individual needs of the student;
- An integrative independent study project under faculty supervision; and
- The Colloquium on Work and Liberal Learning.

The MAPS Program staff works closely with each student to help develop ways to coherently integrate individual academic and career interests.

MASTER'S DEGREE PROGRAMS in the School of Arts and Sciences at the University of Pennsylvania will be available to qualifying MAPS Program students in the following disciplines:

Ancient History
American Civilization
Anthropology
Classical Archeology
Classical Studies
Comparative Literature
Demography
English
Folklore and Folklife
German Language and Literature
History
Oriental Studies
Philosophy
Political Science
Regional Science
Romance Languages
Slavic Languages
Social Gerontology
Sociology
South Asia Regional Studies

PROFESSIONAL SKILLS are designed for the student with no background in professional coursework and are grouped in three tracks. In consultation with the Program Coordinator, students will choose one of the three. An individualized track can be designed for students with previous experience or coursework and can closely approximate their own needs and interests. A total of eight courses will be taken in:

- Business-oriented Quantitative Skills: Economics, Decision Sciences, Statistics, Accounting, Mathematics;
- Quantitative Planning and Analysis: Regional Analysis, Computing, Statistics, Economics, and Mathematics;
- Applied Communications: Writing and Editing, Economics, Media and Society, Regional and Urban Analysis; or
- An individually-tailored track.

INTERNSHIPS are arranged for the student after individual consultation. An internship can be full-time for a semester, part-time for a year or can be adapted to the workplace of the individual applicant. Internships are in a business, government agency or non-profit organization.

The University's ***CAREER PLANNING AND PLACEMENT OFFICE*** organizes the internships and conducts seminars on job-hunting skills, as well as assists students with job placement during and at the end of the Program.

CAREERS AND THE LIBERAL ARTS

There is a growing consensus among business and government leaders that liberal arts graduates possess information, skills, and perspectives of great value to the non-academic community.

> ***For most of business, the need to find people who really know how to read and write and talk and think exceeds by a wide margin any other need. A person who writes a thesis on Yeats ought to feel comfortable going to I.B.M. or Citibank or CBS. It should be recognized that such people have a headstart in having their minds opened wider than others in learning how to express themselves.***
>
> Thomas H. Wyman
> Former CEO of CBS
> NYT, March 26, 1985

Through the study of the humanities and social sciences, liberal arts graduates develop expertise in:

- analytical and critical thinking;
- project design and planning;
- information evaluation and synthesis;
- intellectual flexibility;
- written and oral communication; and
- cross-cultural awareness.

Professionals having these skills will find many opportunities in the corporate, governmental, and non-profit sectors.

> ***We need people who can think of new strategies, as well as new ways of carrying out old ones. We need people who can extrapolate on the basis of what worked in the past, people who can organize and reorganize operations so that economy is achieved and redundancy is eliminated, people who can imagine how the course of events might be changed, and by what interventions. These mental processes can be acquired and sharpened by the study of liberal arts.***
>
> Roger B. Smith
> CEO General Motors

INTEGRATIVE PROJECTS are carried out during the internship period. Students will enroll in one independent study course beyond the master's degree requirements and prepare an integrative course project under the supervision of a faculty member. The project will substantively address the relationship between the student's academic interests and current or prospective career interests. In some departments, this project may take the place of a master's thesis or major paper. Students receive feedback on their projects from both faculty and non-academic participants during the Colloquium.

The ***COLLOQUIUM ON WORK AND LIBERAL LEARNING*** brings together Program faculty, staff, and students, as well as internship sponsors to discuss the relationship between academic studies and non-academic professions. The Colloquium also gives students a forum where the progress of internships and independent study projects can be shared.

The ***PROGRAM FORMAT*** is highly flexible and can be adjusted to fulfill the needs of individual students. Providing students apply early enough, they can begin the Program during the Summer, Fall, or Spring semesters. The full-time format consists of a minimum of 18 months of full-time participation, with the award of degree and job placement at the end of the second Fall or Spring term.

The part-time format will be tailored to the individual student's situation after consultation with the Program Coordinator and the student's graduate group.

For ***FURTHER INFORMATION*** please contact:

Harriet Joseph, Program Coordinator
Stephen P. Steinberg, Program Director
Master of Arts and Professional Studies Program
210 Logan Hall/University of Pennsylvania
Philadelphia, PA 19104-6384
(215) 898-9198

I am interested in applying to the Master of Arts and Professional Studies Program at PENN.

I am interested in earning a Master's degree in:_____

My career interest is:_____

My undergraduate major is:_____

Expected date of graduation:_____ Cumulative g.p.a.:_____ G.p.a. in major:_____

I have taken the G.R.E._____ Scores_____

Name_____

Address_____

City/State/Zip_____

Day Phone_____ College_____

Date_____ Signed_____

Return to: MAPS, 210 Logan Hall, Phila., PA 19103-6384

HOW TO PROCEED

ELIGIBILITY AND ADMISSION to the MAPS program are consistent with requirements of the University of Pennsylvania's Graduate School of Arts and Sciences. Graduate study in the arts and sciences at Penn is divided into "graduate groups" which establish their own admissions standards, degree requirements, and evaluation criteria. The student must apply to the graduate group of his or her choice *and* demonstrate suitability for the MAPS Program. The graduate groups above have agreed to consider MAPS Program applicants as candidates for their M.A. degree programs. In addition, the student will complete a separate application form outlining how his or her personal and career goals can be achieved through the MAPS Program.

TUITION AND FEES for each graduate course in 1986-87 is $1495. Charges for other courses taken as part of a student's professional skills track vary from $460 to $1417 per course. The level of the course and the semester in which it is taken determine the cost.

FINANCIAL AID in the form of Guaranteed Student Loans and Supplemental Loans is available to eligible Program participants. All questions regarding financial aid should be directed to Corky Cacas, Associate Director, Graduate Financial Aid Office, 411 Logan Hall, Philadelphia, PA 19104-6386, (215) 898-7410.

In addition, the University's unique ***PENN PLAN*** tuition financing program is now open to MAPS students. Qualifying students may obtain a line of credit of from $3,000 to $10,000 a year through the Penn Plan/PSFS Professional Student Loan Program. Up to $40,000 of credit may be available in total. For further information please contact D.L. Wormley, Assistant Director, The Penn Plan Agency, 227 Franklin Building, 3451 Walnut Street, Philadelphia, PA 19104-6205, (215) 898-5200.

Supported by the Fund for the Improvement of Postsecondary Education.

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School of Arts and Sciences
University of Pennsylvania
210 Logan Hall
Philadelphia, PA 19103-6384

Pass it on!

Please pass this brochure along to interested friends or family—or call 215-898-9198 and we'll send them one.